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ABSTRACT

An update is provided on the implementation of an action plan developed in 1985 for facilitating community college articulation with high schools and four-year colleges in California. After presenting background information on efforts to improve transfer and articulation in California, the report summarizes the 1985 plan and progress made in implementing each of its components. The following activities are highlighted: (1) the publication of the first "California Handbook of Articulation Policies and Procedures"; (2) the 1985 Articulation Conference of California, which served as a forum to identify and highlight successful articulation projects; (3) intersegmental efforts to promote faculty communication statewide; (4) participation of 59 colleges in the California Articulation Number System, a statewide cross reference number system designed to assist students in determining which community college courses can be taken to fulfill certain specific course requirements at the four-year institutions; (5) the conduct of a survey of community colleges to determine ways of making University of California (UC) and California State University (CSU) performance reports more useful; and (6) the strengthening and expansion of the functions of the Articulation Council of California. Next, additional statewide efforts undertaken to promote transfer and articulation are described briefly and an action plan for 1986-87 is presented. (EJV)

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Board of Governors of the
California Community Colleges
October 30-31, 1986

ARTICULATION WITH FOUR-YEAR COLLEGES

3

Information Item

Summary

In May, 1985 an agenda item, *Facilitating Transfer and Articulation*, was brought before the Board for information, conceptualizing a framework for viewing transfer and articulation issues and outlining an action plan for facilitating articulation with high schools and four-year colleges.

This information item updates the Board on the progress of the implementation of the action plan outlined in the May 1985 agenda item, reviews other statewide efforts undertaken, and outlines a plan of action for 1986-1987.

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Background

The ability of community colleges to fulfill their transfer function is dependent to a large extent on the articulation of community colleges with their local four-year colleges and universities. The responsibility for making the transfer function work is intersegmental in nature and requires the cooperation and support of all segments. Transfer needs to be viewed as a continuum extending from high schools through the community colleges to four-year institutions, with all levels of education carrying some responsibility for its success or failure. Transfer issues go across organizational lines including instruction, student services, information systems, and research and analysis, and the efficacy of the transfer function depends upon effective communication, planning, and coordination between and within the segments of education.

In May 1985 an agenda item, *Facilitating Transfer and Articulation*, was brought to the Board for information. The purpose of the agenda item was to present a conceptual framework with which to view the issues of transfer and articulation and to outline an action plan for facilitating articulation with high schools and four-year institutions. In September 1986, an agenda item was brought to the Board which reviewed the latest developments in high school articulation and outlined a plan of action for 1986-87. Similarly, the purpose of this agenda item is to report on the progress of the action plan contained within the May 1985 agenda item to improve articulation and transfer with four-year colleges and universities and to outline a plan of action for 1986-87.

Implementation of the 1985-86 Action Plan

The plan of action outlined in the May 1985 agenda item was undertaken through close cooperation and communication with the four-year institutions including the statewide academic senates, the systemwide offices, and the local colleges and universities. The plan was implemented utilizing existing intersegmental organizations such as the Articulation Council, and through the establishment of special intersegmental committees and task forces. The following is a summary of the 1985 action plan and its implementation:

1. *In cooperation with UC and CSU, a handbook for community college articulation officers will be developed which outlines the policies and procedures for developing and maintaining articulation agreements.*

2. *In cooperation with UC and CSU, a process for appealing articulation decisions, including addressing concerns at the local level and involving the systemwide offices, will be outlined.*

The first *California Handbook of Articulation Policies and Procedures* has been published and will shortly be distributed to every California Community College, UC, and CSU campus. The *Handbook* was developed under the leadership of the California Community Colleges by an intersegmental committee of the Articulation Council of California. It is an important achievement because, for the first time, the segments have agreed upon common definitions of the types of articulation agreements, and have outlined in one document all the policies and procedures for developing articulation agreements and for appealing articulation decisions. The document also lists all the personnel responsible for developing articulation agreements at each of the public postsecondary institutions as well as the private colleges and universities in California. The *Handbook* will be updated yearly as an on-going activity of the Articulation Council of California.

3. *Successful articulation projects between community colleges and four-year institutions will be identified and highlighted.*

   The 1985 Articulation Conference of California was chaired by the California Community Colleges and served as a forum to identify and highlight successful articulation projects. In addition, numerous local and regional conferences and workshops on transfer and articulation were held statewide.

4. *Ways to promote faculty participation in the articulation of coursework, programs, and testing between community colleges and four-year institutions will be explored.*

5. *Ways to promote faculty development of community college faculty with four-year institutions will be identified and promoted.*

   The Chancellor's Office of the California Community Colleges has been working with the CSU Chancellor's Office and UC Office of the President to promote and develop statewide intersegmental faculty communication. The Academic Senate of the California Community Colleges has also been very active in promoting faculty dialogue through the Intersegmental Academic Senate Committee and through various intersegmental academic senate committees.

   At the request of the California Community Colleges, the Articulation Council of California formed an intersegmental committee to study the role of the faculty in articulation. This committee, chaired by the Community College Academic Senate, developed a report containing recommendations which will serve as a catalyst for promoting interaction between community college, CSU and UC faculty statewide.

   The Chancellor's Offices of the California Community Colleges and the CSU have been working on a plan to establish joint projects between the community colleges and CSU in 1986-87. The purpose of the joint projects will be to foster

collaboration between the faculty of the two segments as a vehicle for addressing the academic priorities of both systems. A proposal for $150,000 has been requested in the 1987-88 budget to support the community colleges' portion of this joint project effort.

In addition, UC Berkeley has initiated a proposal with the Chancellor's Office to provide fellowships for local community college English faculty to work with UC faculty in developing common principles for English composition and to provide opportunities for staff development. The expectation is for this program to become a model for other campuses statewide.

Lastly, the Chancellor's Office recently submitted a Budget Change Proposal to the Department of Finance with the intent of establishing an Academic Center for Faculty and Staff Development and Inservice Training. If funded, the Center would become operative during the 1987-88 fiscal year. This center would serve to provide coherent policy and coordinative activity to systemwide efforts in this area. In addition, the Center would become the vehicle for implementing the recommendations which are the subject of an upcoming CPEC report. This report will focus on intra- and intersegmental staff development and inservice needs.

6. *Participation in the CAN (California Articulation Number) System will be promoted.*

The CAN (California Articulation Number) System is a statewide cross reference number system designed to assist students in determining which courses at the community colleges can be taken to fulfill certain specific course requirements at the four-year institutions. The CAN project began as a pilot at CSU Sacramento and is now an intersegmentally funded program which is overseen by an intersegmental advisory committee. The California Community Colleges obtained state funding to support the project in 1986-87 and is requesting funding again in 1987-88 to continue support.

The basis for participation in CAN by community colleges and four-year institutions is the development of faculty approved articulation agreements which meet the criteria outlined by the CAN Coordinating Office. The Academic Senate of the California Community Colleges endorsed CAN over a year ago and the CSU Academic Senate approved a resolution in support of CAN in March 1986. However, the UC Academic Senate continues to study the issue and has yet to adopt the CAN system.

Although there has been considerable progress, particularly by the community colleges, in implementing the CAN System, the project is far from being a statewide effort as originally intended. Currently, 59 campuses have sent articulation reports to the CAN Coordinating Office, with 37 campuses qualifying from one to fifty courses for California Articulation Numbers.

Unfortunately, only four of the 37 campuses are four-year colleges. Unless participation from the four-year institutions increases, CAN will not become a statewide system. The systemwide offices of the segments and the segmental academic senates are currently seeking resolution to this problem.

7. *A work group of community college personnel will be convened to outline the information community colleges would like to receive from CSU and UC about the performance of their students that have transferred.*

In order to obtain information on how to make the performance reports that UC and CSU send to the community colleges more useful, a mail survey was sent by the Chancellor's Office to the community colleges. The survey asked for feedback on the usefulness and format of the university reports and the assistance needed from CSU and UC for community colleges to interpret and utilize the data.

A Community College Ad Hoc Task Group was convened in January 1986 to review the findings of the survey and develop recommendations for the improvement of the reports. The Ad Hoc Task Group met with representatives from UC and CSU to discuss the feasibility of implementing the recommendations.

These recommendations will be the basis for changes in the format and content of UC's and CSU's performance reports and will enhance their value to local community colleges. The recommendations are currently being incorporated into the plan of the Chancellor's Office Management Information System, User II.

8. *The staff will work to strengthen and expand the functions of the Articulation Council, if appropriate.*

The Articulation Council of California is a voluntary organization of secondary schools and public and private postsecondary institutions in California. Historically, the Articulation Council has not been viewed as a successful statewide organization for the coordination of articulation between the segments of education. However, with the increase in intersegmental activities and the responsibility of the segments to work cooperatively to address issues of student preparation and transfer, the postsecondary segments agree that a statewide articulation organization is needed.

Since June 1985, the Council has undergone a number of changes in structure and function to make it more effective. The Academic Senates of the California Community Colleges, CSU, and UC are now members of the Executive Committee and Board of Directors of the Council, the ongoing subject matter liaison committees have been replaced with committees charged with specific and definable tasks, and staff support for the Council has increased.

The Articulation Council in its new form, has become the umbrella organization with which to implement many of the action plans outlined in the May 1986 Board agenda item.

Although the Articulation Council has become a much more viable organization, the secondary schools continue to limit their participation and support. As a result, in March 1986 CPEC staff commissioned a study on the Council, concluded that the Council or some such entity, should continue to exist, and outlined a series of recommendations designed to strengthen the Council even more.

In November 1986, representatives from the secondary and postsecondary segments will meet in a retreat to look at the range of intersegmental organizations and projects in California and develop recommendations for statewide intersegmental coordination. The future of the Articulation Council will be discussed within that context.

Additional Statewide Efforts

In addition to the activities that have been outlined above, other statewide efforts have been undertaken to promote transfer and articulation since the May 1985 agenda item.

Joint Task Force on Planning and Coordination of Outreach and Student Preparation Programs

In response to growing concerns about the number of intersegmental budget requests from each of the segments and the apparent lack of coordination and communication between the segments, an Intersegmental Joint Task Force was formed. The purpose of this group has been to review and make recommendations about any intersegmental budget requests that were proposed for the 1987-88 budget year and to ensure that any budget requests put forth were not duplicative of existing intersegmental programs.

The response to this unprecedented cooperative effort by the Department of Finance has been extremely favorable and should serve to strengthen the California Community Colleges' intersegmental budget requests for 1987-88.

Puente Project

The Puente project began at Chabot College in 1982 and has since been expanded to include twelve community colleges. The purpose of the Puente Project is to increase

the academic performance of Mexican-American students in community colleges and increase the transfer rate of Mexican-American students to four-year institutions. Because of the success of the project, and the concern about the low rate of transfer and retention of Mexican-American students in the community colleges, the Office of the President of the University of California and the California Community Colleges Chancellor's Office have jointly submitted budget requests for 1987-88 to provide for on-going support of the project.

Baccalaureate Level Coursework

Under Executive Order 167 of the California State University, the community colleges are designated as having responsibility for indicating which community college courses are baccalaureate level and, therefore, transferable to the California State University. However, because the executive order does not contain guidelines for the community colleges to determine baccalaureate level coursework, the range of courses that the community colleges have been certifying as transferable has been uneven.

To address this issue, representatives from the academic senates of the California Community Colleges, the California State University, and the University of California have developed a draft statement entitled *Considerations Involved in Determining What Constitutes a Baccalaureate Level Course*. This statement is currently being reviewed by the respective senates with the expectation that the statement will be brought back to the Intersegmental Academic Senate for its endorsement.

The Chancellor's Office is working closely with the Community College Academic Senate regarding these recommendations and should action be taken by the State Senate, recommendations concerning the statements will be brought to the Board.

Transfer Center Pilot Program and Project ASSIST

In September 1986, the Board received background information and a status report on the Transfer Center Pilot Project and Project ASSIST in an information item. As presented in the agenda item, these projects are an important component of the overall strategy to improve four-year college articulation and transfer in the California Community Colleges.

Articulation with the University of California

Through the University of California's Board of Admissions and Relations with Schools (BOARS), initiatives were undertaken with the California Community Colleges to improve community college articulation with the University of California.

Included was the development of a policy to guarantee catalog rights to transfer students, a pilot project to develop core curriculum in the biological sciences, and the proposal of reciprocal general education agreements between UC campuses so that transfer students would not be penalized for preparing for transfer to one UC campus and then transferring to another.

CSU/EOP CCC/EOPS Pilot Transfer Project

As a follow up to a recommendation of the Extended Opportunity Programs/ Extended Opportunity Programs and Services (EOP/EOPS) Intersegmental Task Force on Transfer, the CSU and the CCC have initiated plans to implement pilot projects on seven CSU campuses. The purposes of the pilot projects are to identify potential transfer students enrolled in the community college EOPS programs and provide them with priority admission to CSU EOP, including eligibility for EOP grants and services.

Guidelines for implementation of the joint pilot projects have been developed and implementation of the projects between approximately thirty-three community colleges and seven CSU campuses will be underway shortly.

Action Plan for 1986-87

To continue to promote transfer and articulation with four-year institutions, the following action plan will be undertaken during 1987-88:

1. The California Community Colleges will continue to seek cooperation from the California State University and the University of California in implementing the recommendations on transfer and articulation that are outlined in the Commission for the Review of the Master Plan for Higher Education's Reassessment Study of the Community Colleges.

2. In cooperation with CSU and UC, a statement which outlines the role and responsibility of articulation officers in the community colleges, UC, and CSU will be developed.

3. In cooperation with CSU and UC, regional conferences will be held statewide for articulation officers. The purpose of the conferences will be to review the statement of role and responsibilities for articulation officers, begin the establishment of regional networks of articulation officers, and identify articulation issues and problems that need to be addressed.

4. A statewide committee of community college and California State University faculty and administrators will be established to serve as a clearinghouse for articulation problems between the two segments.

5. Ways to promote the interaction of the faculty intersegmentally will continue to be pursued.

6. Participation in the CAN (California Articulation Number) System by the segments of higher education will continue to be pursued.

7. Development of an intersegmental definition of baccalaureate level coursework will be continued.

8. Joint projects between the California Community Colleges and the California State University will be pursued.

9. In conjunction with the State Department of Education, the University of California, and the California State University, a structure for statewide coordination of the myriad intersegmental projects will be pursued and the role of the Articulation Council will be determined within that context.

10. Issues of articulation and transfer that need to be addressed will continue to be closely coordinated within the Chancellor's Office and then referred to the appropriate intersegmental committees and groups, including the California Round Table, the Articulation Council, the Intersegmental Academic Senate, UC's Board of Admissions and Relations with Schools Subcommittee on Community College Articulation, and CSU's General Education Advisory Committee.

11. The Chancellery will work with the Statewide Academic Senate to assist the Senate in achieving their goals and priorities to improve transfer and articulation with four-year institutions in 1986-1987.

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